School Siting and Community Building

Tim Torma
U.S. Environmental Protection Agency
Office of Sustainable Communities
September 5, 2012

Goals of This Webinar

- Provide you with an introduction to and brief overview of EPA's voluntary school siting guidelines.
- Present you with a more thorough discussion on the relationship between school capital investments and a broad range of community goals.
- Share resources on these topics.

www.epa.gov/schools/siting/

EPA United States Environmental Protection Agency

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School Siting Guidelines

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View and Print the guidelines

EPA's voluntary school siting guidelines can help local school districts (local education agencies or LEAs) and community members evaluate environmental factors to make the best possible school siting decisions. This website includes an overview for the guidelines, as well as links to resources and additional information.

- Basic information about the guidelines
  - What are the School Siting Guidelines?
  - Why did EPA issue the guidelines?
  - How can the guidelines be used?
  - How can I get involved?
  - How was the public involved in the development of the guidelines?
  - What are the principles behind the guidelines?
- Learn how to navigate the guidelines
- View and print the guidelines
- View frequently asked questions and answers
- Related links to information and resources

Related information:

- Learn how to keep your school environment healthy
- Find links to other EPA programs for schools

Statutory Mandate

Energy Independence and Security Act of 2007
Sec. 502. Model Guidelines for Siting of School Facilities

The Administrator, in consultation with the Secretary of Education and the Secretary of Health and Human Services, shall issue voluntary school site selection guidelines that account for—

(1) the special vulnerability of children to hazardous substances or pollution exposures in any case in which the potential for contamination at a potential school site exists;

(2) modes of transportation available to students and staff;

(3) the efficient use of energy; and

(4) the potential use of a school at the site as an emergency shelter.

Context: State regulations are "all over the map."

- A 2006 study, funded by EPA and done by Rhode Island Legal Services, found that 23 states put no limits on building schools near environmental hazards.
- No regulations in those states compel school officials to consider such dangers when picking a spot to build.

http://stage.nylpi.org/pub/School_Siting_Final.pdf

Context

CONCERNS: Cleanup efforts aren't always complete / DEFENDERS: Students will be safe; land reused

New schools being built on contaminated sites

Posted by the Asbury Park Press on 02/20/05

BY JAMES W. PRADO ROBERTS
AND JASON METHOD
STAFF WRITERS

New Jersey plans to build multimillion-dollar schools on or near what are now contaminated properties — including at one federal Superfund site with radioactive soil — as part of its $6 billion program to improve school buildings in the state's 31 poorest districts.

The Schools Construction Corp., which is overseeing the massive program in mostly urban areas, has purchased at least 22 contaminated or possibly contaminated sites, a review of state records shows.

SCC and state environmental officials say the sites will be cleaned or

Wren, a spokeswoman for the New York Department of Environmental Conservation.

Commissioner Campbell said New Jersey changed its cleanup standards because of the new information.

In the fall, state environmental officials compiled a list of 55 contaminated properties, and 38 more properties possibly contaminated, which are under consideration to become schools. Four were rejected.

Seebode said the DEP has not estimated cleanup costs because they must be paid for by the SCC.

Lenny Siegel, director of the California-based Center for Environmental Oversight, a nonpartisan activist group, also reviewed state DEP records of several sites for Gannett New Jersey.

Context

- The decision about where to locate a school is fundamentally local in nature.
- The EPA School Siting Guidelines are voluntary and do not preempt or serve as a substitute for state, tribal or local school site selection policies or requirements.
- These guidelines present recommendations on evaluating the environmental and public health risks and benefits of potential locations as part of the school siting process.

When can the guidelines be used?

The guidelines should be used before:

- Deciding whether to renovate an existing school, or build a new school on the current site or on a new site;
- Acquiring land for school facilities;
- Leasing space; and/or
- Renovating or reusing existing properties and structures already owned.

IMPORTANT: The guidelines are NOT designed for retroactive application. They are designed to inform and improve school siting decision-making from this point forward.

Overview of the Siting Guidelines

Meaningful Public Involvement

Before the Siting Process Begins

- Develop a Long-range School Facilities Plan
- Consider Whether a New School is Needed
- Consider Whether a New School will be a High Performance/ Green School

Environmental Siting Criteria Considerations

Identify Desirable School Location Attributes

- Select Locations that Do Not Increase Environmental Health or Safety Risks
- Locate Schools Near Populations and Infrastructure
- Consider Implications of the School Location on Transportation Options
- Plan For and Develop Safe Routes to Schools Programs that can Support Alternative Modes of Transportation
- Consider the Potential Use of the School as an Emergency Shelter

Consider Environmental Hazards

- Potential Onsite Hazards
- Potential Nearby Hazards
- Screening Locations for Potential Environmental Hazards

Environmental Review Process

Recommended Environmental Review Process

- **Stage 1:** Project Scoping/ Initial Screen of Candidate Sites
- **Stage 2:** Preliminary Environmental Assessment

If potential concerns are identified in Stage 2, additional assessment may be warranted

- **Stage 3:** Comprehensive Environmental Review
- **Stage 4:** Develop Site-specific Mitigation/ Remediation Measures
- **Stage 5:** Implement Remedial/Mitigation Measure
- **Stage 6:** Long-term Stewardship

Evaluating Impacts of Nearby Sources of Air Pollution

- Initial Assessment of Area Air Quality
- Inventory of Air Pollutant Sources and Emissions
- Screening Evaluation of Potential Air Quality
- Development of an Environmental Assessment Report

Baseline for Discussion

- Something we can all agree on: Schools should provide students with a safe, healthy place to get a good education.
  - This is their primary goal.
- But…having established that, we should also be asking what other goals school investments can support.

What's the connection between schools and community?

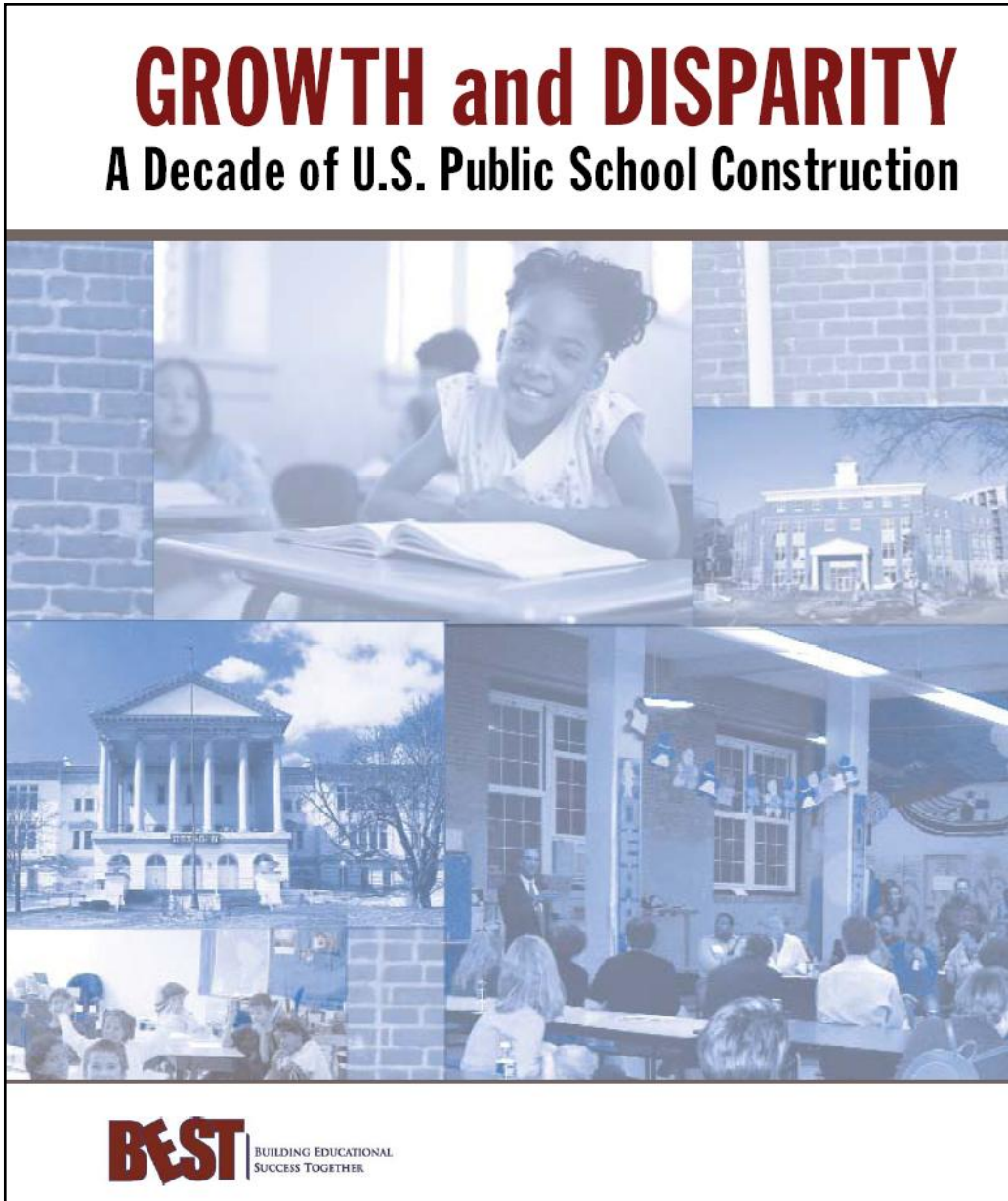
- Schools both affect and respond to community growth.
- Schools are a major financial investment that the entire community bears.
- Schools can either work with or against a wide variety of community goals.

School investments influence community goals.

- Children's health
- Fiscal health of local and state government
- Open space and farmland preservation
- Traffic congestion
- Environmental goals – air quality, water quality, climate change
- Revitalization of downtown and existing neighborhoods
- Community character
- Social equity

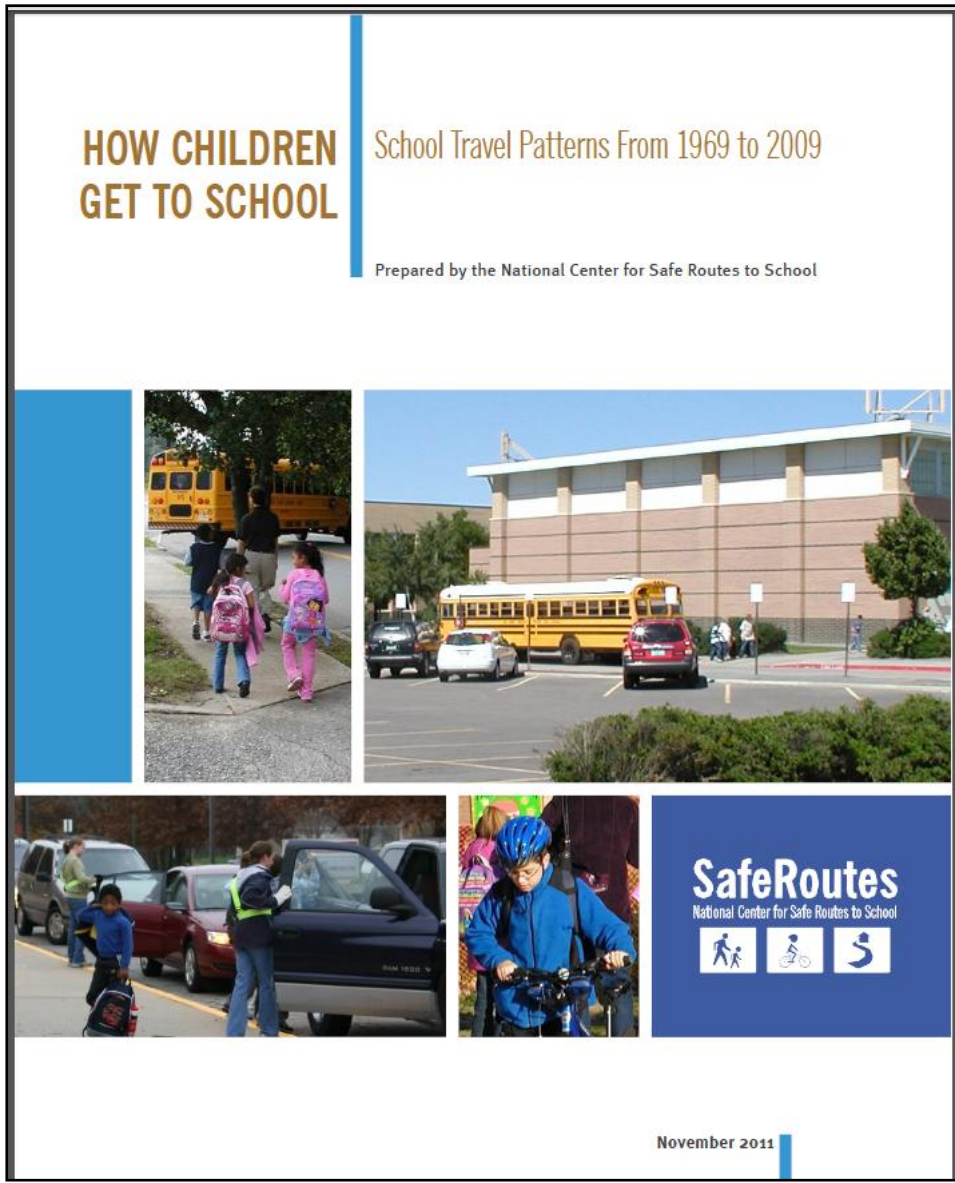
The Demand for Facilities

- Over half of our school facilities are at least 40 years old.
- Over $30 billion spent annually from 1995 to 2005 on K-12 school construction.
- 2008-09: More than 1,900 new schools, serving nearly 1.2 million children and costing more than $13 billion.



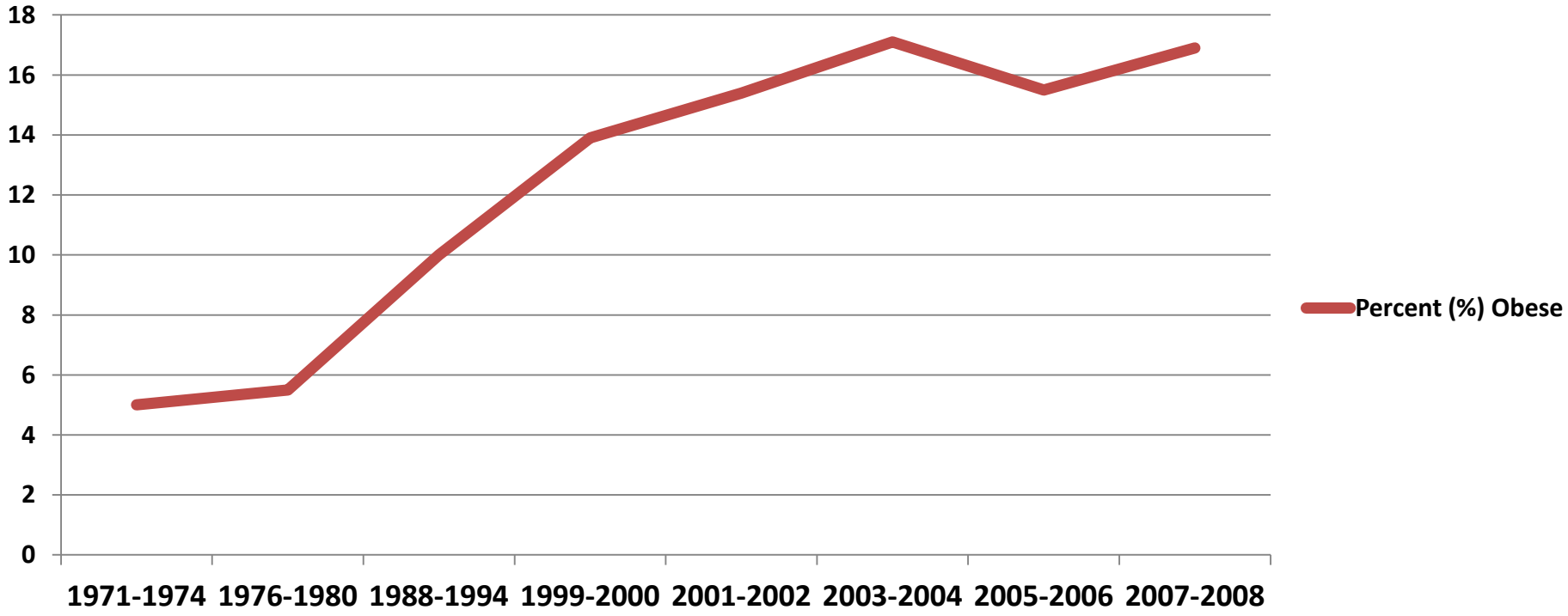
During the construction boom…

- In 1969, **48%** of children 5 to 14 years of age usually walked or bicycled to school.
- In 2009, **13%** of children 5 to 14 years of age usually walked or bicycled to school.
- In 1969, **41%** of children in grades K–8 lived within one mile of school.
  - **89%** of these children usually walked or bicycled to school.
- In 2009, **31%** of children in grades K–8 lived within one mile of school.
  - **35%** of these children usually walked or bicycled to school.

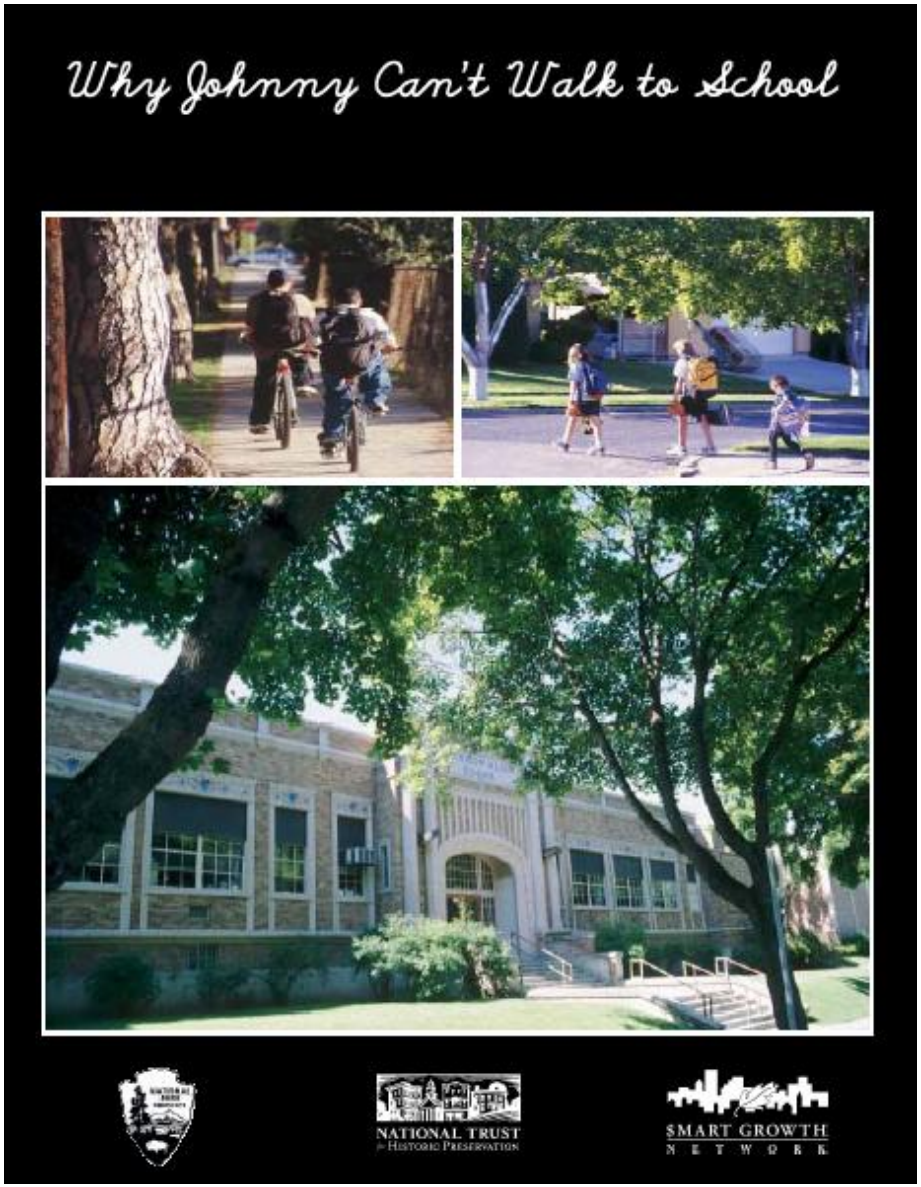


…and over the same time period

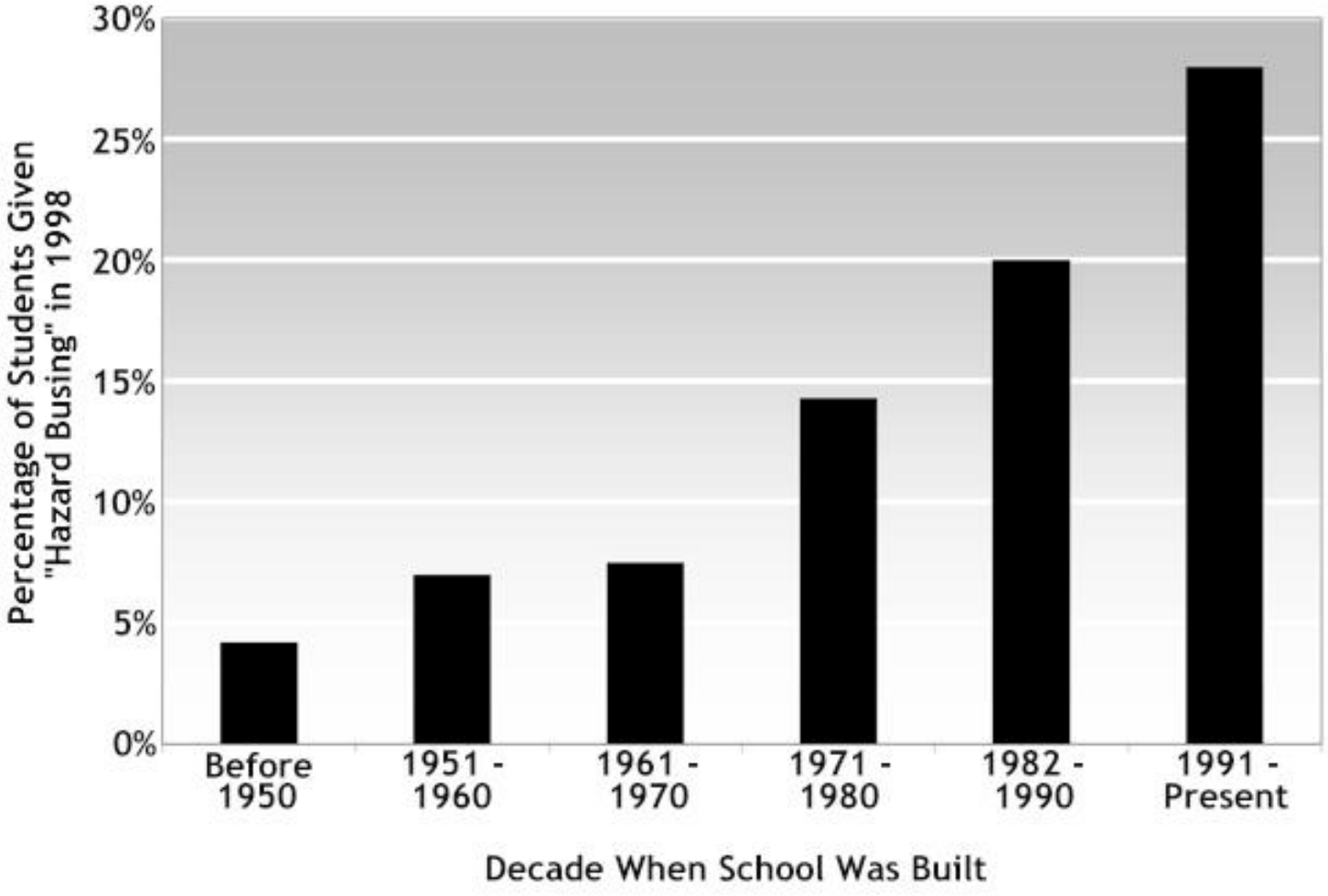
Prevalence of Obesity Among U.S. Children and Adolescents Aged 2-19, for selected years 1971-2008



Source: Centers for Disease Control


Why Johnny Can't Walk to School
NATIONAL TRUST
for Historic Preservation
SMART GROWTH
NETWORK

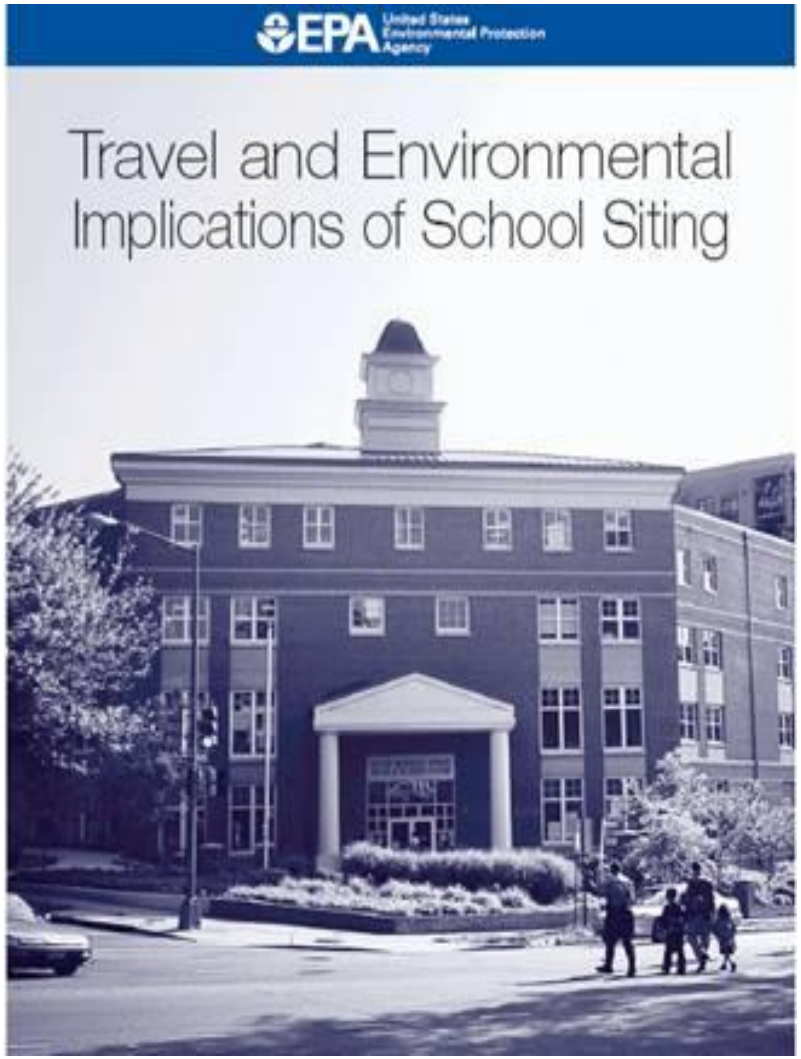
Where you put the school matters.



Southern Carolina Coastal Conservation League, 1999, 'Waiting for the Bus: How Lowcountry School Site Selection and Design Deter Walking to School."

Where you put the school matters.

- Schools built close to students in walkable neighborhoods can:
  - Reduce traffic
  - Increase walking and biking
  - Reduce emissions



www.epa.gov/smartgrowth/publications.htm

What Parents Say

JAMA®

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The Journal of the American Medical Association — To Promote the Science and Art of Medicine and the Betterment of the Public Health

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From the Centers for Disease Control and Prevention: Morbidity and Mortality Weekly Report

Barriers to Children Walking to or From School—United States, 2004

JAMA. 2005;294:2160-2162.

MMWR. 2005;54:949-952

1 figure, 1 table omitted

Walking for transportation is part of an active lifestyle that is associated with decreased risks for heart disease, diabetes, hyp
has
incr
app
walked or bicycled. Today, fewer than 15% of children and adolescents use active modes of transportation. This report examines data from the 2004 ConsumerStyles Survey and a follow-up recontact survey to describe what parents report as b children aged 5-18 years walking to or from school. Distance to school was the most commonly reported barrier, followed by danger. Comprehensive initiatives that include behavioral, environmental, and policy strategies are needed to address these the percentage of children who walk to school.

#1 Barrier? Distance to School

Bigger Schools

- 1930 = 262,000 school facilities
- 2002 = 91,000 school facilities
- Student population over the same time increased from 28 million to 53.5 million.

Dorman High School in Spartanburg, SC

Bigger Schools

- 1,400+ students, 120 acres
- Weddington Elementary/Middle

Mandatory Minimum Acreage

CEFPI
The School Building Association

— ISSUETRAK —
A CEFPI Brief on Educational Facility Issues

Topic: State Acreage Policies
Issue Tracker: Janell Weihs
Date Filed: September 2003

School Site Size — How many acres are necessary?

In recent years one of the most discussed topics regarding school construction is that of appropriate acreage for siting school facilities. This su question that needs to be addressed for new schools, but for renovation and/or addition projects as well. Many factors need to be considered wi question of acreage. These include, but are not limited to the number of students; the grades to be housed; the educational programs and services th site requirementsincluding physical education programs, parking, forestation or reforestation, zoning and set-backs, storm water management, and c leisure, and recreational events. Very often there are state, school district, and/or local government site size requirements, guidelines, or standards considered. These entities may have varying opinions, methodologies, and rationales for their school site size requirements, guidelines, or standards.

Although the Council of Educational Facility Planners (CEFPI) is not a "standards" setting organizations, the Council does publish guidelines on vario educational facility planning. Many states that do provide acreage and other design specifications have formulas that are similar to the CEFPI reco were published in past editions of *The Guide for Planning Educational Facilities*. These recommendations are being carefully reviewed as the new editi *Planning Educational Facilities* is being prepared, due to be released in the Spring of 2004. Currently many states follow these site formulas:

Elementary Schools = 10 acres plus 1 acre for every 100 students;
Junior High/Middle Schools = 20 acres plus 1 acre for every 100 students;
Senior High Schools = 30 acres plus 1 acre for every 100 students.

In this report, no attempt has been made to either evaluate the published documents or determine how a state implements the acreage formula. Add does not identify local district or governmental policies that may vary from the figures listed for a specific state. Most states with oversight respon waivers and alternatives to the published requirements, guidelines or standards, and often differentiate between existing facilities and new construc have formulas that only apply to the maximum amount of state funding available and allow districts to locally fund acreage beyond the site s accompanying chart. In other cases a state might approve a site smaller than what is specified in the charts based upon the submission of a request well-documented justification. For specific information regarding the school site size requirements, guidelines, or standards, please contact the S Education or school building authority in your state. Please contact your local school district for additional information and policies affecting the size general or for a specific project. State documents that have been referenced may be accessible through the individual department of education website

With the assistance of Barbara Kent Lawrence, Ed.D., educational consultant, CEFPI staff collected this data from state facility reports, manuals and c legislation, and verified it through direct contact with personnel from state educational agencies and practitioners. Dr. Kelvin Lee, Ed.D., Superinte Joint Elementary School, and Yale Stenzler, Ed.D., educational facilities consultant, also deserve recognition and thanks for their assistance in develop

All information in the table was collected from state facility reports and manuals, and verified through direct contact with personnel from state educat practitioners. For additional information, details, and/or procedures regarding school site size requirements, guidelines, or standards in your state. State Department of Education or school building authority in your state. To recommend revisions and additions to the table, please contact CEFPI.

State	Contact Info	Formulas for School Site Analysis	Comments	Document(s)
Alabama	School Architect & Facilities (334) 242-9731 http://www.alsde.edu/html/sections/section_detail.asp?section=86&menu=sections&footer=sections	**Elementary School** (K-8, and must not contain a grade above 8) Base of 5 acres plus one acre for every 100 students **Middle School** (4-9, but not including both grades 4 and 9) Base of 10 acres plus one acre for every 100 students **Secondary School** (5-12, but must contain a grade above 8) Base of 15 acres plus one acre for every 100 students for existing schools Base of 30 acres plus one acre for every 100 students for proposed schools	The state architect reformd to the specifications as recommendations only.	Construction Requirements for County and Public Schools
Alaska	Department of Education & Early Development Facilities (907) 465-2785 http://www.eed.state.ak.us/facilities/	**Elementary** = 10 acres plus one acre for every 100 students **Middle** = 20 acres plus one acre for every 100 students **High** = 30 acres plus one acre for every 100 students **K-12** = 20 acres plus one acre for every 100 students For very small schools: 4 acres = 10-25 students; 6 acres = 26-50 students; 8 acres = 50-99 students	No acreage requirements are regulated. Specifications are recommendations only, and are applied to the state share of funding.	Site Selection Criteria and Evaluation Handbook (1997)
Arizona	School Facilities Board (602) 542-6501 http://www.sfb.state.az.us/	**Elementary** = up to 8-18 acres **Middle/Junior** = up to 18-36 **High School** = up to 30-70	Acreage guidelines range based upon student capacity and serve for new construction only. Recommendations are not listed in the Rules and Policies.	Arizona School Facilities Board Rules and Policies
Arkansas	Department of Education (501) 682-4261 http://arkedu.state.ar.us/administrators/077.html	No acreage recommendations made		Arkansas Department of Education Rules and Regulations Governing the Minimum Schoolhouse Construction Standards
California	School Facilities Planning Division (916) 322-2470 http://www.cde.ca.gov/facilities/	**Grades K-6** 450 students = 9.6 acres 750 students = 13.8 acres 1200 students = 17.8 acres **Grades 7-8** 600 students = 17.4 acres (with track facilities) 900 students = 20.9 acres (with track facilities) 1200 students = 23.1 acres (with track facilities) **Grades 9-12** 1200 students = 33.5 acres 1800 students = 44.5 acres 2400 students = 52.7 acres	Alternative solutions to acreage recommendations are provided. If a school site is less than the recommended acreage required, the district shall demonstrate how the facilities will accommodate an adequate educational program, including physical education, as described in the district's adopted course of study.	1. Guide to School Site Analysis and Development, 2000 2. School Site Selection and Approval Guide 3. Small School Site Policy Memo (2001)
Colorado	Department of Education (303) 866-6600 http://www.cde.state.co.us/index_finance.htm	The state does not provide any recommendations for school facilities.	Jefferson County has developed comprehensive guidelines for their facilities, which do address acreage requirements.	
Connecticut	School Facilities Unit (860) 713-6490 http://www.state.ct.us/sde/dgm/sfu/index.htm	**Elementary** = 10 acres plus1 acre for each 100 students* **Middle** = 15 acres plus1 acre for each 100 students* **High** = 20 acres plus1 acre for each 100 students* * of the projected enrollment (8 years from the application date)	Site allowances refers to the maximum amount the state will consider funding and does not restrict local districts to exceed the acreage allowance or obstruct the district to use a smaller site.	Regulations of the State Board of Education Concerning School Construction Grants
Delaware	Department of Education (302) 739-4601 http://facilitynet.doe.k12.de.us/siternet/default.asp	**Elementary** = 10 acres plus 1 acre for every 100 students of school capacity **Middle/Junior High** = 20 acres plus 1 acre for every 100 students of school capacity **High School** = 30 acres plus 1 acre for every 100 students of school capacity	Specifications are minimum recommendations only, but "there is probably no real substitute for sufficient size." Options to consider for sites that do not meet the minimum acreage recommendation are provided.	School Construction Technical Assistance Manual
Florida	Office of Educational Facilities (850) 245-0494 http://www.flrn.edu/doe/edfacil	Guidelines provide detailed information about the site but do not address acreage guidelines.	Site specifications refer to the spaces in the building(s) and the number of spaces allowed according to enrollment.	State Requirements for Educational Facilities

www.cefpi.org/pdf/state_guidelines.pdf

UNITED STATES ENVIRONMENTAL PROTECTION AGENCY

Mandatory Minimum Acreage

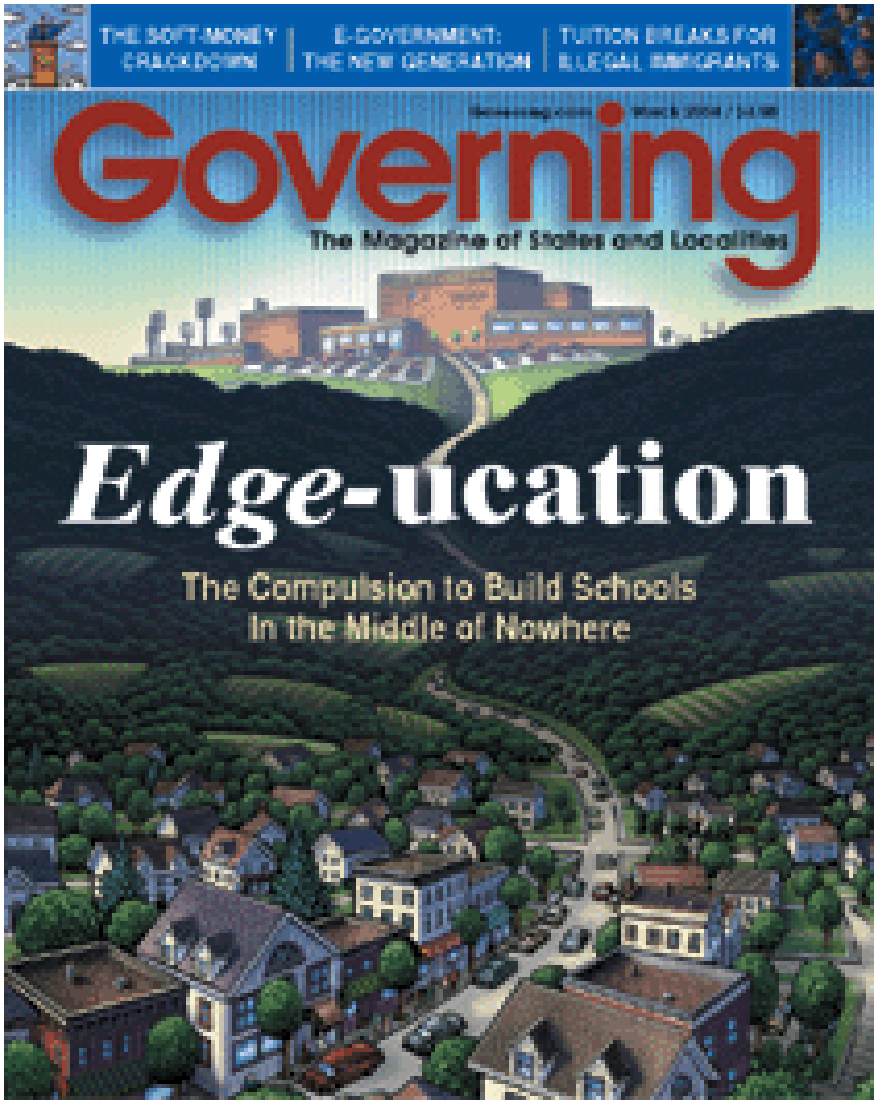
- EPA commissioned the Council of Educational Facility Planners International to do a study on state policies.
- 27 states have some minimum acreage requirement.

Minnesota	Minnesota Department of Education, Facilities and Organization (651) 582-8828 http://education.state.mn.us/stellent/groups/public/documents/translatedcontent/pub_intro_finance_facil.jsp	**Elementary School** = 10-15 acres plus * **K-8 or Middle Level School** = 25-35 acres plus * **K-12 School or Small High School** = 35-40 acres plus * **Large High School** (+2000 students) = 60 acres plus * **Campus** (two or more schools) = Combine site sizes plus * ***All Schools** = 1 additional acre for each 100 students of estimated student enrollment and community use/partnership program capacity, including possible additions.

Mandatory Minimum Acreage

- EPA School Siting Guidelines' recommendation to states and tribes regarding mandatory minimum acreage requirements:
  - No minimum number of acres for school sites.

Schools Located Far From Students



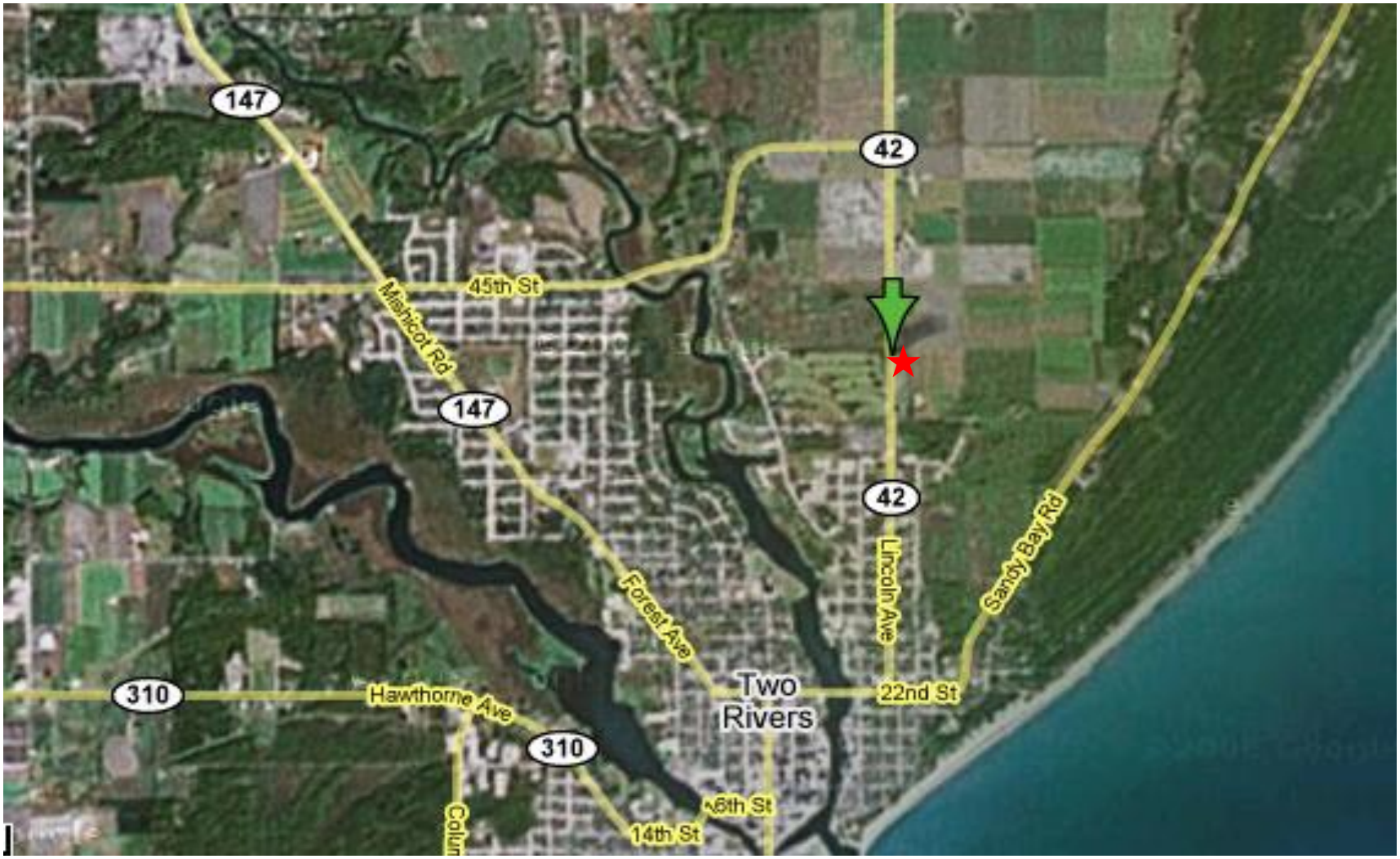
www.governing.com/articles/3schools.htm

Schools Located Far from Students

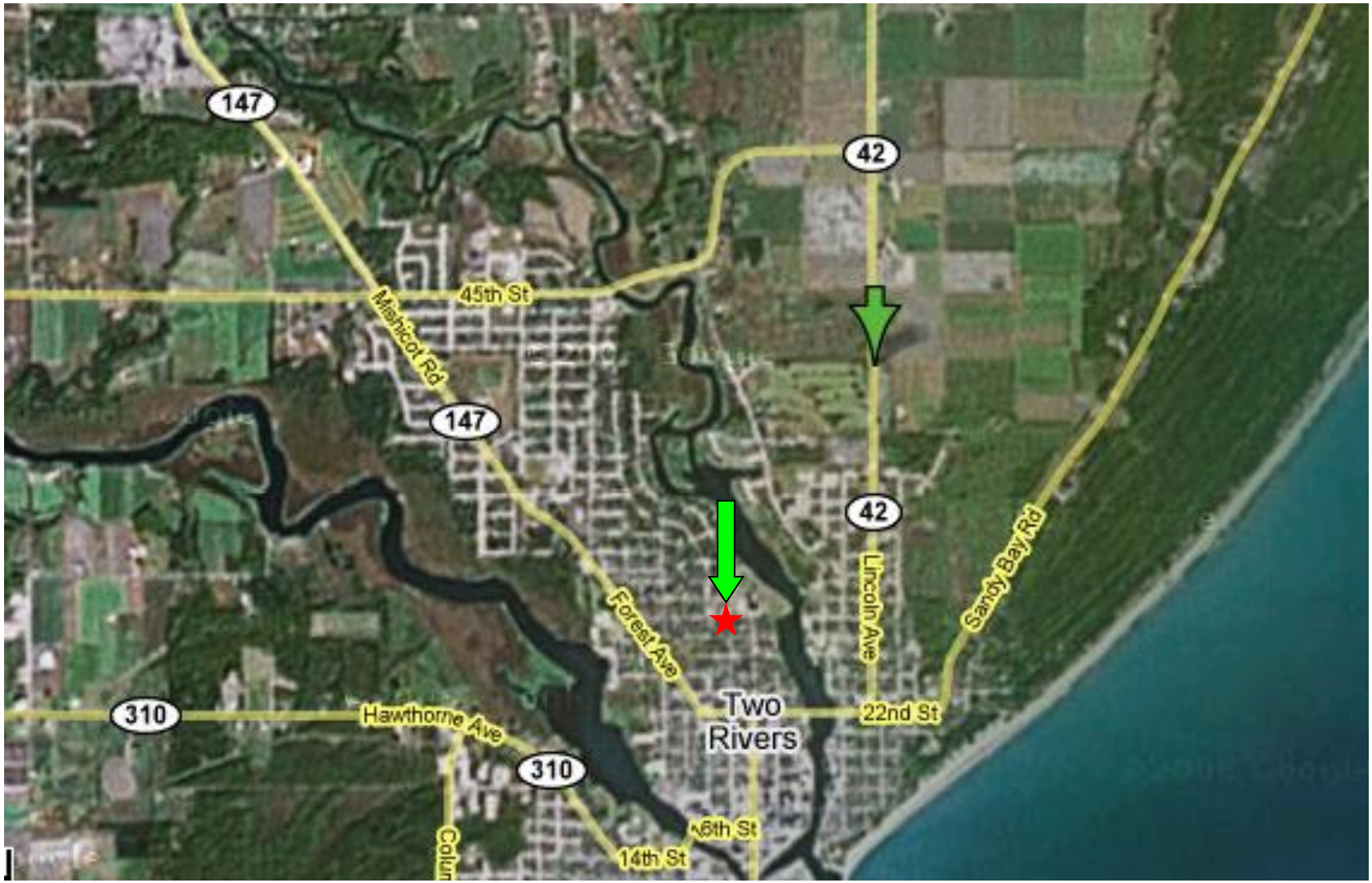
Existing Schools - Neglected or Demolished

Existing Schools - Neglected or Demolished

Location of New School



Location of Old School



Existing Schools - Neglected or Demolished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920-775-3861

Unwalkable Locations

Unwalkable Locations

- A pedestrian hit at 40 mph has an 85% chance of being killed.
- At 20 mph, the fatality rate is only 5%.

Source: FHWA, Pedestrian Facilities Users Guide, 2002

Sidewalks and Crosswalks

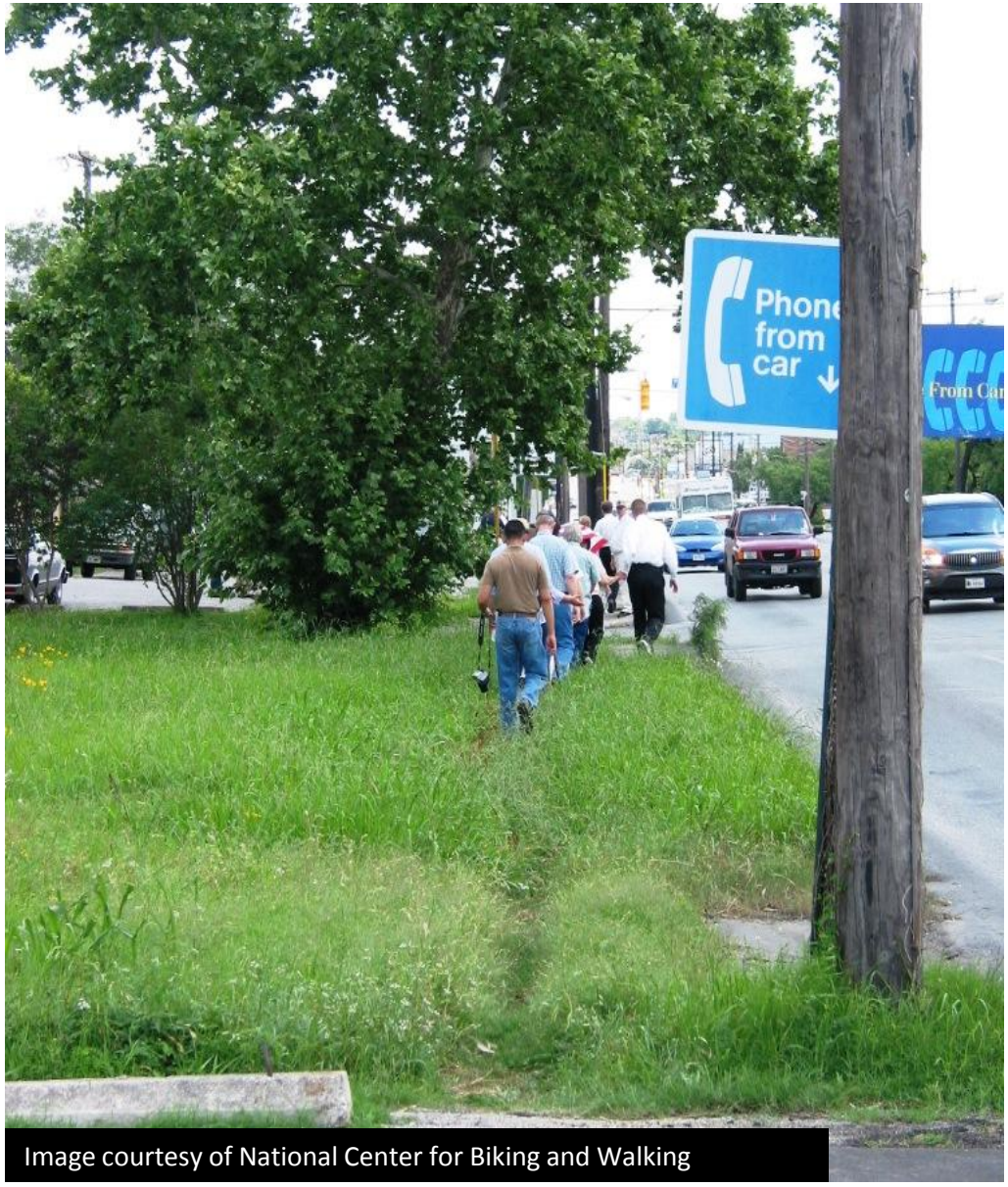


Image courtesy of National Center for Biking and Walking

Sidewalks and Crosswalks

Sidewalks and Crosswalks

Sidewalks and Crosswalks

Image courtesy of National Center for Biking and Walking

Sidewalks and Crosswalks

Sidewalks and Crosswalks

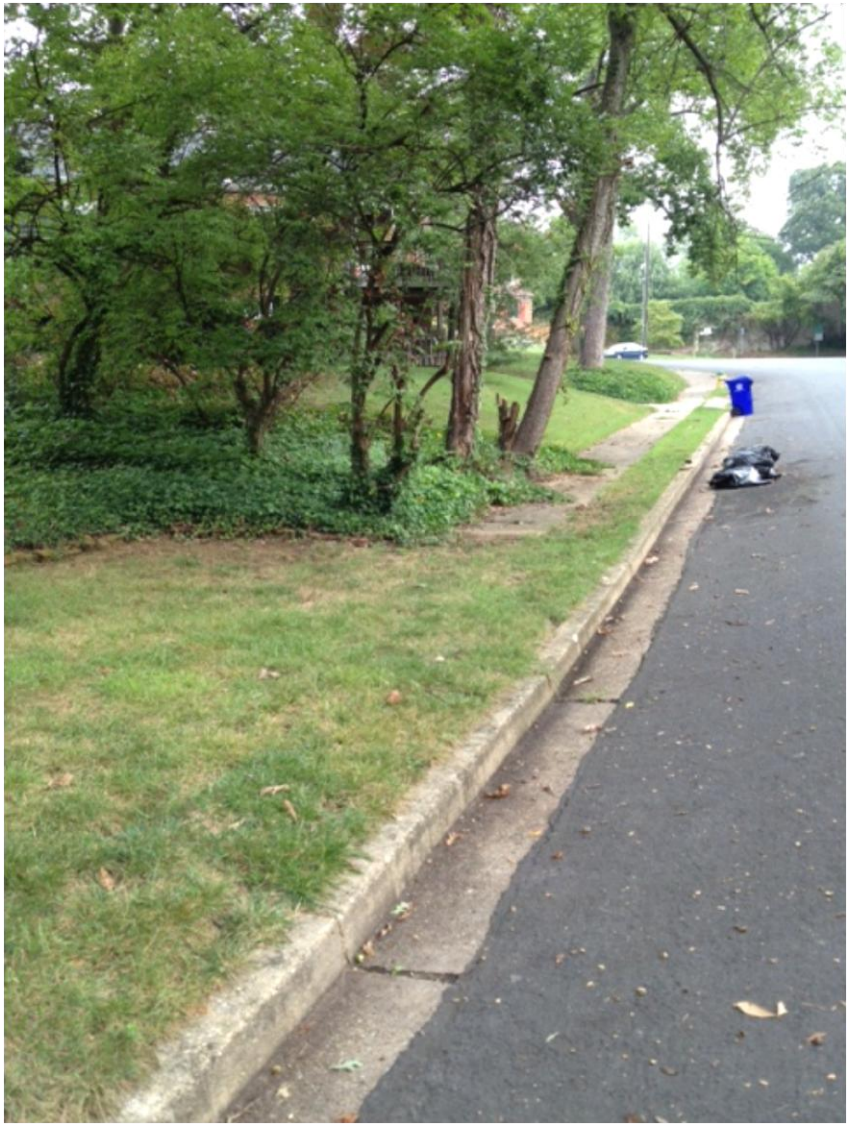
Photo by Steve Ringman, *The Seattle Times*

Sidewalks and Crosswalks

Photo: Michael Tobis
University of Chicago

Sidewalks and Crosswalks

Sidewalks and Crosswalks



Separate Parallel Universes

School Planning

Community Planning

School siting is often not coordinated with community planning.

Side impacts = demand for new:

- Roads
- Traffic signals
- Sewer lines
- Utilities
- Other infrastructure and services

Photo: Dan Burden

The Good News?

- Perceptions and policies are shifting.

The Good News?

- Communities are rethinking school investment strategies.

Voters say no to 'mega-campus'

Kevin Hoffman/The Mercury

Pottstown School Board challenger Michele Pargeon, above, greets voters in front of a sign telling voters to stop the $54 million proposed mega campus in Pottstown. At right, the five challengers celebrate their victory. From left are Richard Huss, Julia Wilson, Nat White, Dennis Wausnock and Michele Pargeon smile and talk about the favorable results as they come in.

Daniel P. Creighton/The Mercury

Challengers overwhelm incumbents to win seats on Pottstown School Board

By Evan Brandt
ebrandt@pottsmerc.com

POTTSTOWN – Voters swept from office Tuesday the incumbent school board team that had advocated closing the borough's five elementary schools.

Instead, voted chose by a roughly 4-to-1 margin the team that championed saving those schools.

Unofficial results tabulated at Republican campaign headquarters showed a whopping 78 percent of the voters favoring the challengers – Dennis Wausnock, Julie Wilson, Michele Pargeon, Rick Huss and Nat White.

They handily defeated the team of one-term incumbents led by Barry Robertson, James Smock, Philip Thees, Bonita Barnhill and Cathy Skitko.

Both teams "cross-filed" for both the Republican and the Democratic line on the November ballot.

The challengers' overwhelming majority on both ballot lines makes the November election a foregone conclusion.

"I got fired, I understand that," Robertson said from his home after the results had become obvious.

"Of all the elections I've been in, this is the most exciting," said Huss, a former school board member who "came out of retirement because the issue meant so much to me" to run for a fourth time.

"It was exciting because the people spoke," Huss said.

What they spoke about was the rejection of the

(See POTTSTOWN SCHOOL BOARD on A3)

The Good News?

- Former Stapleton Airport, Denver, CO
- 7.3 square miles
- 12,000 homes and apartments
- 3 million sq. ft. of retail space, 10 million sq. ft. of office space

The Good News?

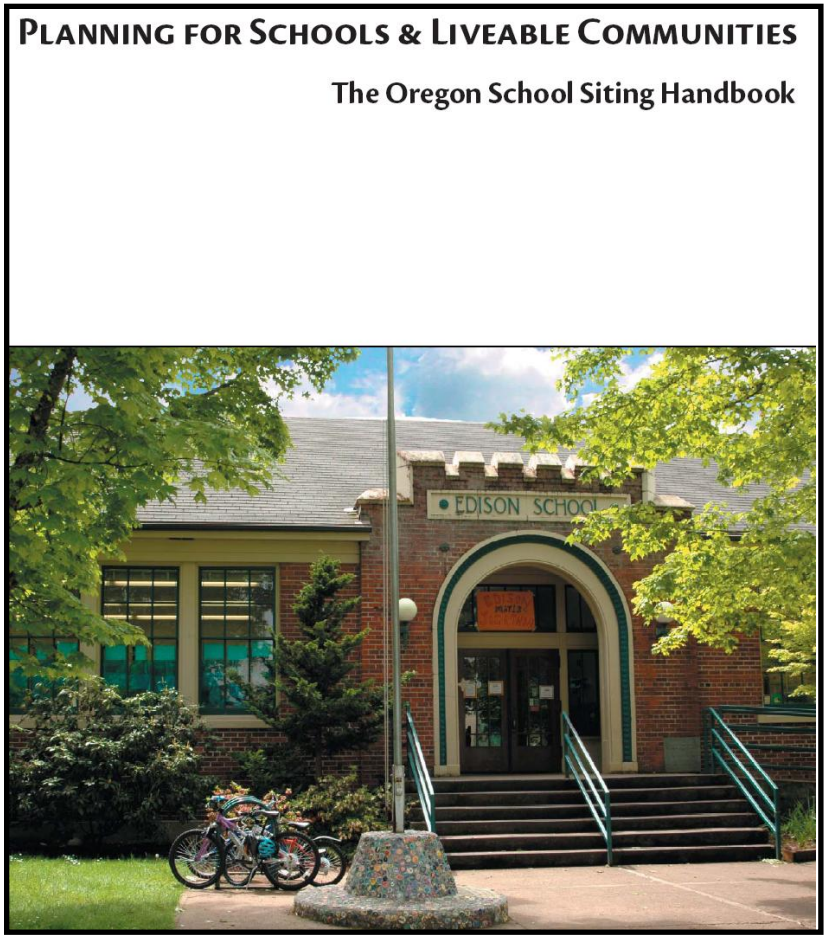
Westerly Creek Elementary School

Odyssey Charter School

The Good News?

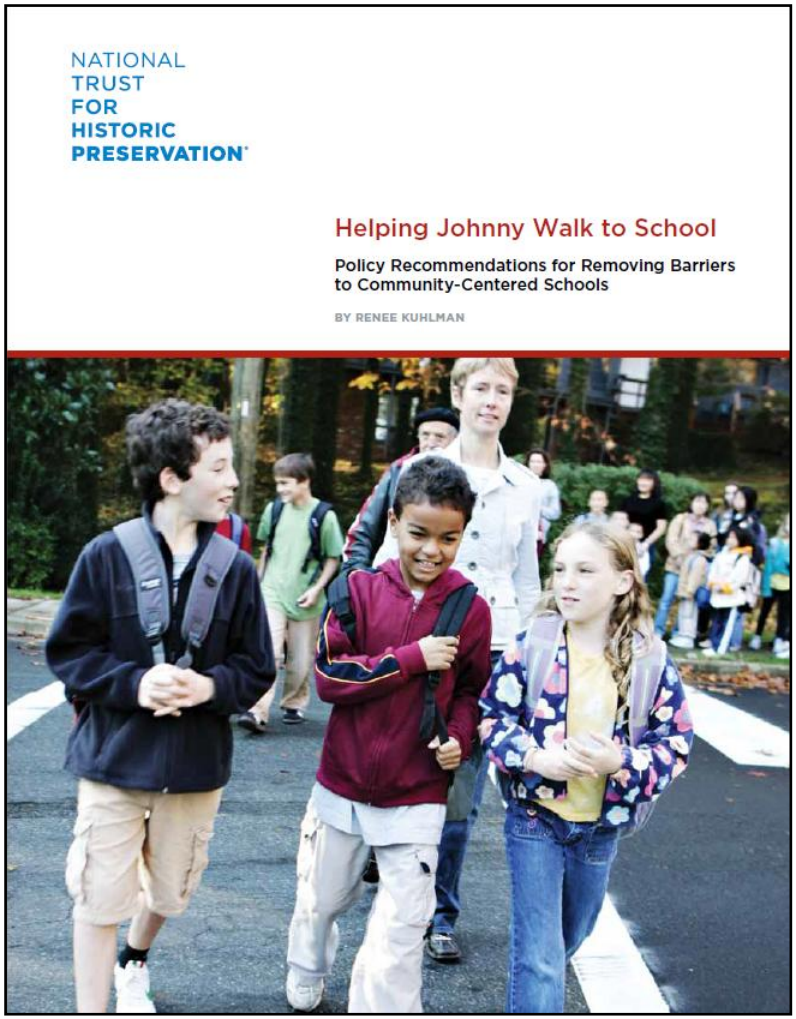
Resources

www.raleighnc.gov/publications/Planning/Guides,_Handbooks_and_Manuals/School_Design_Guidelines.pdf

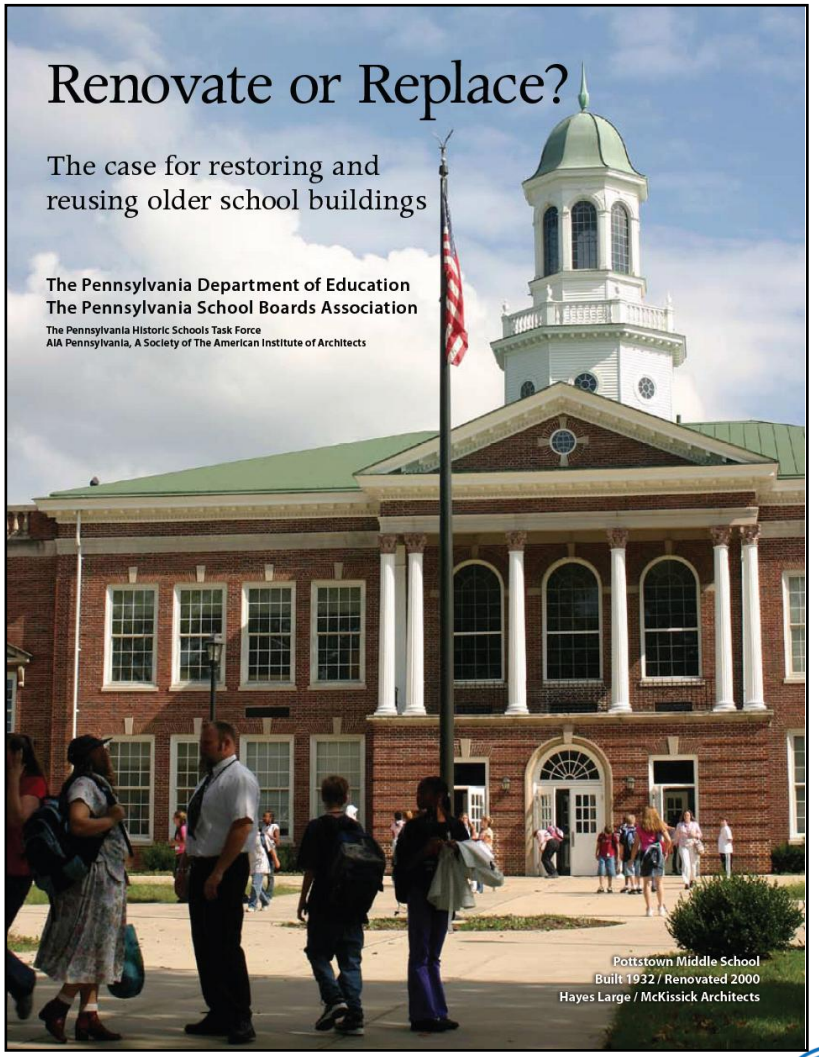


http://cms.oregon.gov/LCD/TGM/docs/schoolsitinghandbook.pdf

Resources



www.preservationnation.org/information-center/saving-a-place/historic-schools/helping-johnny-walk-to-school



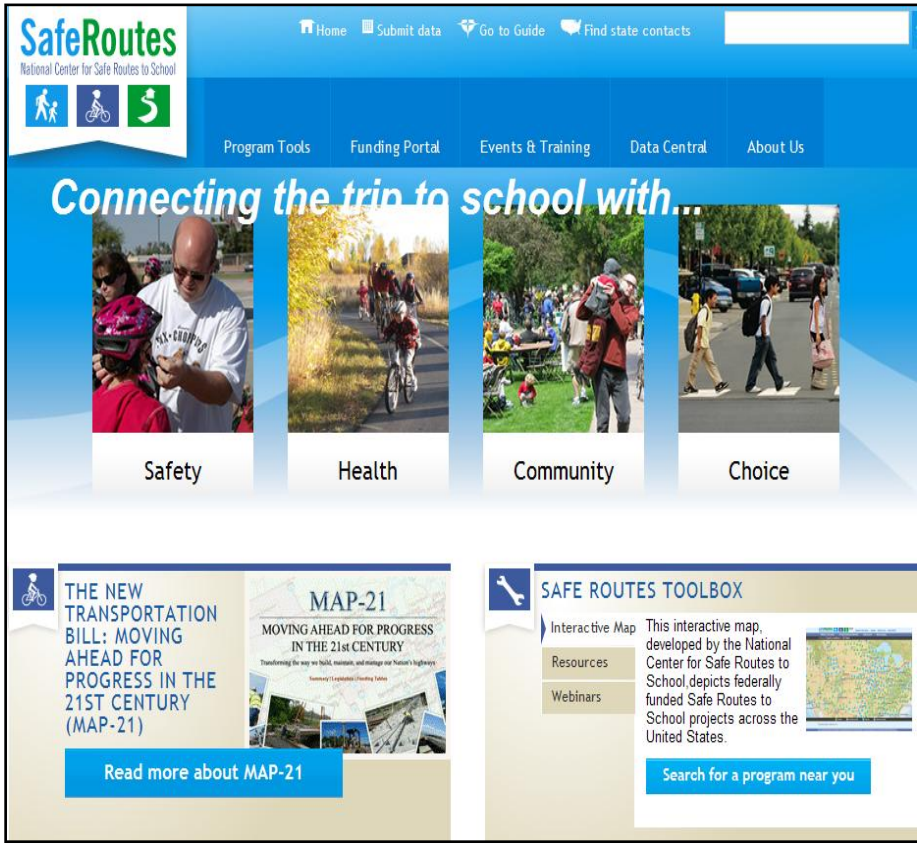
www.saveourlandsaveourtowns.org

Resources

http://citiesandschools.berkeley.edu

Resources

http://www.saferoutespartnership.org



http://www.saferoutesinfo.org

Resources

- The Georgia Conservancy, U.S. Green Building Council-Georgia, and Mothers & Others for Clean Air are working with a team of experts to develop a school siting curriculum for school boards and school system leaders.
- The curriculum uses EPA's *School Siting Guidelines* and other public health, planning, architectural, and environmental information to inform school siting decision-making.
- For more information, contact Suganthi Simon, EPA Region 4, simon.suganthi@epa.gov.

Resources

Resource Lists | News | Calendar | Safe Schools | Green Schools | NCEF Publications | Data & Statistics | Related Organizations

NCEF
National Clearinghouse For Educational Facilities
a program of the National Institute of Building Sciences

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Recent Additions to NCEF

A Practical Guide to Planning, Constructing, and Using School Courtyards
This new voluntary facilities planning guideline outlines planning, constructing, and using school courtyards.

New Schools, Overcrowding Relief, and Achievement Gains in Los Angeles
Berkeley researchers discovered gains equivalent on average to about 35 additional days of instruction each year for elementary-school pupils.

Princeton Review's Guide to 322 Green Colleges
Profiles sustainability in academic offerings, campus infrastructure, activities and career preparation.

School Siting and Healthy Communities
New book explores why where we invest in school facilities matters.

Latest News

Berkeley Schools Spend $85 Million on Construction, More on the Way
Oakland Tribune Mercury, August 22, 2012

Resource Lists

Drawn from NCEF's vast database of 19,000 records, subject-specific resource lists provide a quick path to **167 school facilities topics**. Each continuously updated list includes descriptions of books, studies, reports, and journal articles, with links to online publications and related websites.

Here are some of the most popular topics:

- Classrooms & Spaces
- Design & Planning
- Facilities & Learning
- Facilities Management
- Green Schools
- Funding Options
- Healthy Schools
- School Construction
- School Grounds
- Case Studies

Recent NCEF Tweets

Researchers discover gains equivalent to 35 additional days of instruction/year for elementary pupils in new schools
http://t.co/CP6HhKbR | 14 days ago

Maryland Department of Education issues new guideline for school

About the National Clearinghouse

Since 1998, the National Clearinghouse for Educational Facilities has provided timely, comprehensive information on designing, building, and maintaining safe, healthy, high-performing schools -- from early childhood and K-12 to higher education. With over 23,000 resources, NCEF is used by 1.5 million visitors a year.

NCEF is a program of the **National Institute of Building Sciences**, a non-governmental, non-profit organization authorized by Congress to serve as an authoritative source of innovative solutions for the built environment.

Support NCEF

The Institute is reaching out to the building community to support the valuable resources provided by NCEF.

http://www.ncef.org/

How to Access the EPA Guidelines

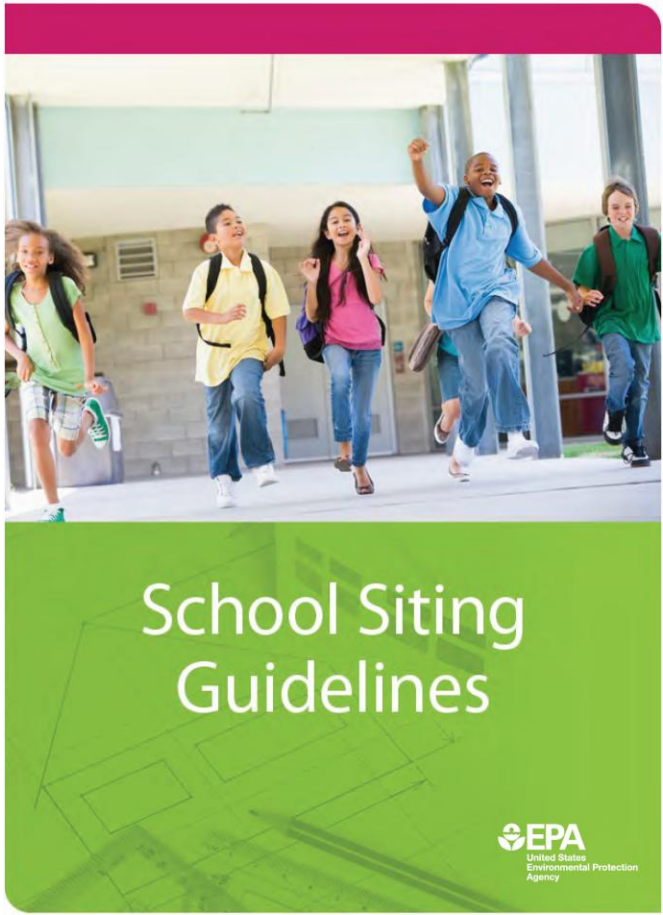
School Siting Guidelines Website

The guidelines are available at www.epa.gov/schools/siting

Ordering a Hard Copy

To request a hard copy of the School Siting Guidelines (EPA-100-K-11-004), contact EPA's National Service Center for Environmental Publications:

- Internet: www.epa.gov/nscep
- Phone: (800) 490-9198
- E-mail: nscep@bps-lmit.com
- Fax: (301) 604-3408
- US Mail: U.S. EPA/NSCEP
  P.O. Box 42419
  Cincinnati, Ohio 45242-0419



EPA Schools Programs

- EPA has a number of programs designed to help schools and communities protect children's health.
- For information about EPA schools programs and school environmental health, visit epa.gov/schools.

Thank You!

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